



Fayoum University  
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**Evidence Based Social Work Professional Practice to  
Limit Problems Faced by Social Workers who Work  
with School Activity Groups**

**As Required For PhD in Social Work**

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## English Summary

### **First: Problem of the study:**

School is considered the backbone and the main foundation that can take care of young people, educate, and detribalizes them in a society where students practice many experiences that satisfy their various needs whether educational, social, or psychological ,... etc.

As a result of the changes that have taken place in the Egyptian society; which have influenced the students' ideas, attitudes and values towards participating in the student activities, many efforts have been emerged to form an integrated system to strengthen and reinforce the concept of belonging through appropriate programs, activities and projects to achieve this. This should be achieved either inside school or outside it, permanently, working on the composition of the student entity and the development of his/her consciousness about the system of the supposed rights and duties.

Hence, we find that social work profession is the most important profession in the field of school where it has assumed a great responsibility to support the role of school in strengthening the social performance of students and improve the environmental conditions that hinder the process of education.

The method of social group work uses school activity groups as a means to strengthen members' personalities and help them to modify their negative behaviors, develop their positive behaviors,

## English Summary

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understand their problems and actively participate in their protection, and provide opportunities for participation to fulfill their responsibilities towards themselves, their community and the environment in which they live.

This can only be achieved through a professional practitioner who has both potentials and skills to work with activity groups. Therefore, social workers have to hold a responsibility to face the current challenges facing institutions in which they work, including the school as a main association in any society. Social workers, at schools, have become demanding to hold new jobs and roles. They must move from traditional dependence and confronting traditional problems of students to moving towards using modern methods that enable them to cope with contemporary and current problems. Social work as a profession works to bring about positive change in people, society, or both of them. Social workers are the professionals responsible for the practice of social work, and the performance of various professional services of clients including treatment, preventive and development services.

Hence, the preparation of a well-professional practitioner is one of the most considerable and important elements that work on raising the efficiency of school activity groups in particular. It also can overcome the professional problems that face them while working with school activity groups as the practitioner is the most responsible for determining the requirements of professional practice of the theoretical guidelines and technical methods of

situations and problems; taking into account the factors and variables that produce this situation.

Hence, the evidence based social work professional practice is greatly considered an attempt to reach the best practice, which was and still aspires to the profession of social work to achieve it for its clients. The strategy of evidence based social work professional practice emerges to help employ all the data of the profession of social work in an integrated form and to employ all the expertise and knowledge of any target practitioner helping him to develop his knowledge continuously so as to keep abreast of what is new including modern knowledge that can be useful in the practice of social work, even related to scientific research or social policies and legislation.

The method of social group work, as a precise method, is to include many approaches, strategies and scientific techniques that include evidence based social work professional practice. This practice is also based supporting skills and capacities development and upgrading the level of social group workers who work with school activity groups.

### **Second: Concepts of the study:**

1. Evidence Based Social Work Professional Practice.
2. School Activity Groups.

### **Third: Aims of the study:**

The current study aims at testing the effectiveness of evidence-based social work professional practice on reducing the

problems faced by social workers working with school activity groups. This can be achieved through a number of sub-aims:

- 1-Test the effectiveness of evidence based social work professional practice to contribute to the reduction of **(problems due to students' reluctance to practice school activities)** that face social workers working with school activity groups.
- 2-Test the effectiveness of evidence based social work professional practice to contribute to the reduction of **(problems returned to parents)** faced by social workers working with school activity groups.
- 3-Test the effectiveness of evidence based social work professional practice to contribute to the reduction of the **(professional problems attributed to social workers)** working with school activity groups.
- 4-Test the effectiveness of evidence based social work professional practice to contribute to the reduction of **(school-based problems)** faced by social workers working with school activity groups.

### **Fourth: Hypothesis of the study:**

#### **Main hypothesis: The main hypothesis of the study:**

The current study is based on a main hypothesis: **"There are statistically significant differences between the average of the sample of the study on the scale of professional problems facing social workers working with the school activity groups before and after the professional intervention"**.

**This hypothesis is verified by a number of sub-hypotheses:**

- 1- There are statistically significant differences between the average score of the study sample on the scale of professional problems facing social workers working with school activity groups before and after the professional intervention of social work to face the problems due to the reluctance of students to practice school activities.
- 2- There are statistically significant differences between the averages of the study sample on the scale of the professional problems facing social workers working with school activity groups before and after the professional intervention of social work to face the problems attributed to the parents of the students.
- 3- There are statistically significant differences between the average score of the study sample on the scale of the professional problems facing social workers working with the school activity groups before and after the professional intervention of the social work to face the problems attributed to the social workers themselves.
- 4- There are significant differences between the averages of the sample of the study sample on the scale of the professional problems facing the social workers working with school activity groups before and after the professional intervention of social work to face the problems due to the school administration.

5- There are differences between post-measurement and follow-up one on the scale of the professional problems faced by social workers working with school activity groups.

**Fifth: Type of the study:**

This study is based on the type of empirical studies aimed at testing the effectiveness of the relationship between two variables, one of which is an independent experimental variable, "**evidence-based professional practice**," which influences the dependent variable "reducing professional problems faced by social workers working with school activity groups".

**Sixth: Methodological Procedures of the study:**

Coping with the aims of the study and consistent with its type, the current study is based on the application of experimental methodology, which includes the use of one experimental group, whereas the experimental group is exposed to the independent variable.

After the experimental group is exposed to the independent variable, the comparison between the pre and post measurement is performed. If there is any difference, it is due to the effect of the independent variable.

**Seventh: Tools of the study:**

The tools of the current study are the scientific means used to achieve the aims of the scientific study, which must be commensurate with the type of study, its aims and methodological design.

### **This study was based on a set of tools included in:**

- a. A questionnaire form to study the situation (positions) assessment of the current study.
- b. Analysis of the contents of the periodic reports:

The analysis of the content of the periodic reports, recorded after each meeting with the experimental group, was used to identify the extent of the group's growth through the intervention program. A number of key elements were used when analyzing the experimental group meetings (Analysis of study aims - methods of professional intervention - the role of social worker - the results of professional intervention).

- c. Scale of professional problems of social workers working with school activity groups.

### **Eighth: Spheres of the study:**

- A) **Sphere of locality:** Fatima Zahra Preparatory School for Girls in Fayoum Governorate.

**Human sphere:** The study followed the total survey in choosing its sample. It was conducted on all the social workers working with the secondary school groups of Bandar El Fayoum, and they reached (16) social workers according to a set of conditions.

- B) **Temporal sphere:** The temporal sphere is represented in:  
The period of procedures and implementation of the phases of the professional intervention program which lasted seven months and three weeks from 1/4/2018 to 4/11/2018. Then



there was a period of three months to implement the follow-up evaluation and measurement from 2/1/2019 to 6/2/2019.

### **Ninth: Results of the study:**

#### **The study results indicated that:**

Validity of the first sub-hypothesis: **There are statistically significant differences between the average of the sample of the study sample on the scale of the professional problems facing the social workers working with school activity groups before and after the professional intervention of the social service in the face of problems due to the reluctance of students to practice school activities** and there were statistically significant differences at the level of (0.01) between the scores obtained by the study sample (before and after the intervention) where the value of (T) calculated (13.30), while the table comparison at a significant level (0.01) and the degree of freedom (15) (2.947) This means that the calculated T values  $>$  the table score at the level (0.01), and it can be said that the study proved the correctness of the first sub-hypothesis at 0.99% of confidence limits.

**The results of the applied situations test with regard to the first dimension came as:** It is clear that the average degree of dimensions in the pre-test was (1.19) at a standard deviation of (0.75), which means low performance of specialists on the problems due to the reluctance of students to practice school activities in the pre-test,  $T_0$  (2.06) with a standard deviation of (0.77) in the telemetry which means improvement in the

performance of specialists on the problems due to the reluctance of students to practice school activities, due to the program of professional intervention used by the study.

### **The validity of the second sub-hypothesis:**

There are statistically significant differences between the mean of the sample of the study on the scale of the professional problems facing social workers working with the school activity groups before and after the professional intervention of the social work facing of the problems attributed to the parents of the students: It is clear that there are statistically significant differences of significance at the level of (0.01) between the scores obtained by the study sample (before and after the intervention) in relation to the second dimension, which is attributed to the parents of the students, where the value of (t) calculated (18.34), while the table comparison at the level of significance (0.01) (2.947) This means that  $t_{\text{calculated}} > t_{\text{table}}$  at the level (0.01), and it can be said that the study proved the correctness and health of the second sub-hypothesis at (0.99) confidence limits.

### **The results of the applied situations (positions) test for the second dimension:**

It is clear that the average degree of the dimensions in the pre-measurement was (1.44) with a standard deviation of (0.73) which means the low level of performance of the specialists on the problems attributed to the parents of the students in the pre-measurement, and we find that this degree rose to (2.13) standard

deviation (0.62) in the telemetry which means improvement in the performance of specialists on the problems attributed to parents of students due to the program of professional intervention used by the study.

### **The validity of the third sub-hypothesis:**

There are significant differences between the average of the sample of the study sample on the scale of the professional problems facing the social workers working with the school activity groups before and after the professional intervention of the social service in facing the problems attributed to the social workers themselves: Statistically significant (0.01) among the scores and degree of freedom (15) obtained by the study sample (before and after intervention) in relation to the third dimension, which is the problems attributed to the social workers themselves where the value of (t) calculated (18.92), (0.017). This means that calculated values are tabular at the level of (0.01). Therefore, it is possible to say that the study proved the validity of the third sub-hypothesis with confidence limits of 0.99.

### **Results of the applied situations (positions) test for the third dimension:**

It is clear that the average degree of the dimensions in the pre-measurement was (1.25) with a standard deviation of (1.29), which means the low level of performance of specialists on the problems attributed to the social workers themselves in the pre-measurement, and we find that this degree rose to (2.25) standard

deviation (0.86) in the telemetry, which means improvement in the performance of specialists on the problems attributed to the social workers themselves, due to the program of professional intervention used by the study.

### **The validity of the fourth sub-hypothesis:**

There are statistically significant differences between the mean of the sample of the study on the scale of the professional problems faced by the social workers working with school activity groups before and after the professional intervention of the social service in the face of problems due to the administration of the school: It is clear that there are statistically significant differences of significance at the level of (0.01) among the grades obtained by the study sample (before and after the intervention) in relation to the third dimension, which is due to the management of the school administration where the value of (t) calculated (11.98), while the table comparison at the level of significance (0.01) reached (2.947). This means that values (0.01). Therefore, it is possible to say that the study proved the validity of the fourth sub-hypothesis with confidence limits of (0.99).

### **The results of the applied situations (positions) test in relation to the fourth dimension:**

It is clear that the average degree of the dimensions in the pre-measurement was (1.25) with a standard deviation of (0.77) which means the low level of performance of specialists on the problems due to the administration of the school in the pre-measurement, we

## English Summary

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find that this degree rose to (2.13) with a standard deviation (0.62) In the dimension measurement, which means improvement in the performance of specialists on the problems attributed to the school administration, due to the program of professional intervention used by the study.